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ABSTRACT

In an effort to retain students, improve advisement, and encourage computer usage at Coffeyville Community College (CCC), in Kansas, the SELECT Advisor program was instituted in the summer of 1993. A $1,000 grant was awarded to six faculty members to become Master Advisors, which involved attending a summer workshop, helping with student orientations, teaching one section of college orientation, mentoring 10 at-risk students, and participating in the Early Academic Warning System (EAWS). EAWS is a daily reporting system, accessed through electronic mail, that allows instructors to issue warrings regarding low test scores, homework not turned in, absences, or unsatisfactory work to students, their advisors, the Dean of Students, and other campus administrators. To evaluate the effectiveness of the SELECT program, 80 at-risk students were chosen in fall 1993 to participate in a special pilot program. Halfway through the term, only seven SELECT advisees had dropped out and only two had grade point averages below 2.5. Further, a September 1994 retention report on all fall 1993 freshmen indicated that the at-risk students in the SELECT program had a 73% retention rate, compared to a 70% retention rate for students enrolled in orientation classes and a 42% retention rate for students not enrolled in orientation classes. In 1994, 73 students participated in the program and achieved a spring 1995 retention rate of 86%. (Appendixes include college orientation activities, samples of computer advisement programs, and a list of Master Advisors for 1993-95.) (KP)

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Coffeyville Community College

presents

SELECT

Achieving
&
Rewarding Excellence in Faculty Advising

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Regional NACADA Conference
Spring 1995

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Institutional Description

Coffeyville Community is a public community college located in rural Southeast Kansas. The city of Coffeyville, with a population of 12,917, is the largest city in Montgomery County. Founded in 1923, Coffeyville Community College's district is the southern half of Montgomery County because another community college is located in the county. CCC, with an average enrollment of 2500 full and part-time students, is a comprehensive public institution recruiting students from across the state, as well as out-of-state and a significant number of international students.

Program Development

The usual fifteen minute advising and scheduling for new students did not meet the students' needs at Coffeyville Community College: thirty one percent are from families with incomes below $12,000; fifty percent are deficit in basic skills; seventy percent are first generation college students. Faculty advisors often did not have contact with their advisees until the second semester. The faculty also felt ill at ease with advising because they have had little advisor training or training on the new computer system. In order to retain students, improve advisement, and encourage computer usage, a program of advisor training and student mentoring was instituted in the summer of 1993. A monetary reward was offered to six faculty members who attended a summer workshop, helped with a Sunday New Student Orientation

Day, taught one section of College Orientation, mentored ten "at risk" students, and participated in the Early Academic Warning System (EAWS). "At risk" students are identified by economic and academic deficiencies: PELL recipients, low ASSET scores, GED graduates, single parent families, first generation college students.

Faculty applied for the honor of becoming a Master Advisor. One name was drawn from each of the five divisions and a sixth name from the remaining applicants. They signed contracts that stipulated they would meet the following requirements and were paid a stipend of $1000 after the summer training was completed.

Program Description

Master Advisor Requirements

- Attend a two week summer training program
- Participate in Sunday New Student Orientation
- Teach one section of College Orientation in the fall
- Participate in the Early Academic Warning System
- Advise 10 "at risk" students
- Meet with at risk advisees once a month
- Complete appropriate forms for advisees
- Help other faculty with the computer and advising

The training included advisement and computer training. At this time the six week orientation course was organized, as well as the New Student Orientation Day. During the training the title, The SELECT, was coined. After all, this was a really select group of faculty.

Summer Advisor Workshop

The Director of Academic Support Programs and the Programmer/Trainer were responsible for the workshop. They conducted each session, with others from Student Services when necessary.

Day 1	Information, Planning, Right to Privacy Act (workshop and orientation classes) Dean of Students
Day 2	Advisement, Kansas Association of Academic Advisors (KAAN), National Association of Academic Advisors (NACADA), Orientation Classes (text, objectives, syllabus)
Day 3	Recruiting, Admissions, Financial Aid, Testing and Placement, Drop/Add Policy, Advisement Director of Recruiting, Director of Admissions and Financial Aid, Registrar
Day 4	Computer Training
Day 5	Computer Training
Day 6	Computer Training: Introduction of Degree Audit and Advisor Menu Selections Dean of Students
Day 7	Advisement of At Risk Students, Record Keeping, Orientation Classes
Day 8	Mentoring Strategies for At Risk Students, Questions and Answers
Day 9	Career Counseling, Sunday New Student Orientation Planning Career Counselor, Director of Recruiting
Day 10	Wrap Up
August	Final Preparations for Sunday Orientation Dean of Students, Director of Recruiting, Career Counselor

Sunday New Student Orientation

Previously, students would have a morning of Orientation and then a picnic on Thursday; final enrollment was on Friday and school did not start until

Monday. It was decided that a better plan, for both parents and students, would be to have Freshman Orientation on Sunday afternoon and, since the parents would be more apt to be free on Sunday, they would be included. This is one area that continues to trouble CCC. The parent's session is well received, but the students would rather be back at the dorms getting to know more about their new home than in an auditorium with *teachers*.

College Orientation

The hardest project was to plan and teach the six week Freshman Orientation course. Many "local" students did not want to be in the classes because they "already know everything there is to know about Coffeyville and the College." Thus, an expensive text that would only be half used was discarded. None seemed appropriate for what CCC wanted to do. Also, this was to be an enjoyable class as well as a learning experience. Finally, a syllabus was put together with six separate units which began with the students' getting to know each other, the city, and the campus. Coffeyville's interesting history was included. Coffeyville is rich in history: the Dalton Gang's attempted bank robberies, the Browns and their mansion, the Coffeyville Boot popularity, Big Train Johnson, the Funk Aircraft Company. The tours of Coffeyville (especially the "Dalton" Jail, the banks the Daltons robbed, the Dalton Museum, and the Brown Mansion) and the Bio Dots (used in the stress reduction portion of the Wellness Unit) were the most popular activities. Some

faculty used coloring in Dalton Defenders Coloring Books as a relaxation exercise. The units also included study and test taking skills, wellness, career information, time and money management, transfer information, values, relationships, and cultural awareness.

The Orientation classes were limited to twenty students; thus, all students were involved in the different activities and were able to bond with their instructor. During the fall 1993 and 1994 Orientation classes, there were many meetings to discuss what worked and what failed in the classes. Many times the Director of Academic Support had late evening or early morning calls from the Advisors because they were unsure about a certain topic that was to be covered in an Orientation class. The first year syllabus was revised by the 1994 SELECT Advisors, using notes made by the 1993 SELECT Advisors. Again in 1995 the syllabus will be revised and a College Orientation II will be developed for students who have had little exposure to the library and who need more help in developing good study, test-taking, and note-taking skills. Career information, as well as techniques to be used to be more successful in one's job will also be included.

Early Academic Warning System (EAWS)

Although EAWS is quickly becoming a favorite tool for the faculty at CCC, EAWS can put fear into the heart of any student, especially the student who is involved in an activity. The program, written by CCC's Dean of Students,

is simple, user-friendly, and accessed through E-Mail. The instructor calls up the EAWS screen, enters the student identification number, the course identification number, and the warning issued from a list of codes. This list includes *absent from class, behavior problems in class, low quiz score, low test score, missed a quiz, missed a test, homework not turned in, other reasons, satisfactory work to date, poorly done homework, and tardy*. There is also a comment line. Daily reports are generated. At three a.m. the computer sorts the information and sends the EAWS report to the student's advisor, activity sponsor (sometimes these are different), the Dean of Students, the Academic Dean, the Director of Academic Support, the Career Counselor, and the Director of Financial Aid. Although designed as a warning system, it is also used to compliment students on a job well done.

In the fall of 1993, 63 percent of the faculty used EAWS. Through the efforts of the SELECT Advisors and the reputation of the Early Academic Warning System, in the spring of 1994, 93 percent of the faculty were using EAWS. Now some adjunct faculty also drop by to enter student information. It is so handy to be able to pull up all reports on a student and to know that the information is stored for future use.

The Early Academic Warning System is run on a VAX network with POISE Administrative Software from Campus America. CCC's Dean of Students wrote the program. If anyone wants further information, feel free to call Bruce

LaPota, Dean of Students at CCC. The Early Academic Warning System eliminates the need for signing progress reports in class, as well as the paper that was previously used to obtain downslips. This information is also helpful to the Financial Aid Department.

For participating in the SELECT Advisor program, the six SELECT Advisors are paid a one time monetary reward of $1000, on July 1st of the year they are trained.

Goals and Objectives

The mentoring and the orientation classes were designed to improve retention. In 1989 CCC had an overall attrition rate of 42 percent. This rate would have been higher for the at risk students if their attrition rate had been monitored separately. Although Vincent Tinto's 1992 research on attrition found that two-year public institutions had an average freshman/sophomore attrition rate of 45 percent and an overall attrition rate of 68 percent, CCC felt that it could improve its rate with at risk students to 30 percent within a three year time frame.

Evaluation Procedure

Before classes began, eighty at risk students were identified. These students had one or more of the following characteristics: Pell recipients, low ASSET scores, GED graduates, single parent families, first generation college students. The students were not labeled as at risk; they were told they had been selected to participate in a special mentoring program. That first

year one of the football coaches participated in the program; thus, many football players were involved. This could have been disastrous to the mentoring program because, often, when an athlete gets cut (does not make the team) or is red-shirted, he will immediately leave school.

With information from Jerry Ford of Houston Baptist, the SELECT Advisors helped identify topics for their monthly meetings and Appointment Records were produced.

Results

The first year was successful. At mid-term only seven select advisees had dropped out and only two had grade point averages below 2.5. At spring break the attrition rate for the at risk was 22 percent; as of February 1995 the rate was 26.5 percent, or a 73.5 percent retention rate. Other interesting statistics came out of the first year. Students enrolled in orientation classes had a 70 percent retention rate while students not enrolled in orientation had a 42 percent retention rate as of the sixth week of school the second year.

September 1994 Retention Report on Fall 1993 Freshmen

73% Retention rate of "at risk" students in the SELECT program.
70% Retention rate of students enrolled in orientation classes.
42% Retention rate of students not enrolled in orientation classes.

In 1994, 73 students participated in the program with a spring 1995 retention rate of 86%. These students had an overall gpa of 2.77 and an average credit hour load of

16.2 hours. Specific concerns were gathered from the monthly meetings and documentation. It was learned that almost every select student had been a first time college student from his or her family. These students exhibited fears of not being successful, especially in October when they really began to bond with their peer advisor. They all seemed to like the attention of the monthly (often bi-monthly) meetings.

An Orientation Questionnaire was also prepared for the students enrolled in College Orientation. This has been valuable for the faculty teaching the classes. Because this class is so different from the regular classes the instructors teach within their own area, they often do not have a clue as to their success or failure as an Advisor and Orientation instructor. ACT's New Student Questionnaires and Non-Returning Student Questionnaires were also used to gain feedback on CCC as well as the SELECT advisor program.

The Orientation classes have been limited to twenty students per class and are taught at every hour of the day, including two evening classes; thus, there are about thirteen to fifteen sections. The Director of Academic Support Programs teaches any remaining classes after the SELECT advisors choose their classes. She also mentors a few at risk students each semester and is a part of the SELECT Advisor group.

The Director of Academic Support maintains a Resource Room in Student Services. This room is used for ASSET

testing, but it also has university catalogs, scholarship applications, admission applications, career information, and transfer guides for Kansas universities. Because students are told in Orientation that it is ultimately their responsibility to take classes that are necessary for their successful transfer or career, the usage of this room by students has doubled in the last year. Students from the high school are also coming over to get information and plan their futures. Student Services has been thinking of moving the ASSET testing area so this Resource Room will always be available to students.

In the second year the SELECT Advisors suggested the development of a Freshman Newspaper with different articles which could be used in the class. Plans are to work with the Journalism and English Departments on this project during the 1995/1996 school year. The first year the SELECT Advisors also initiated an Advisement Waiver which will now be put on the Add/Drop Slips to make students aware of what dropping and adding classes may do to their academic plans. In the spring of 1995, a special class for non-traditional students was piloted. This class was held one Saturday morning each month; it was hoped that part-time evening students would also be encouraged to attend this class.

Some of the SELECT Advisors have also helped with Rho Tau, the organization for non-traditional students at CCC. In recent years the group had nearly died out but the SELECT advisors are working to rebuild the organization.

After noticing a need for regular cleaning of the Dalton Jail and the alley which leads to it, the 1995 SELECT Advisors suggested that all SELECT Advisors at CCC adopt the alley as a community project. Now the SELECT advisors, along with others involved in the program, have adopted the alley as a part of the Coffeyville Pride Program.

Potential for Adaptation

This program is adaptable by similar institutions, especially smaller colleges with a large at risk population. Even with the $6000 bonus for SELECT advisors, it is still cost effective when the retention rates are figured into the program. One suggestion would be to include some type of monetary reward or release time for the Director of the Program and the Programmer/Trainer because, although they were both twelve month employees, the director was required to give up some vacation each year and both worked many nights and weekends to assure the programs success.

APPENDIX A
College Orientation Activities

College Orientation Pre-test

1. What are the nurse's hours?

2. When was CCC founded?

3. Last semester Missy Newstudent received the following grades:

Written Communications I	3 credit hours	B
General Biology	5 credit hours	C
General Psychology	3 credit hours	A
College Orientation	1 credit hour	A
Walking for Fitness	1 credit hour	P
Activity: Bowling	1 credit hour	B
Speech	3 credit hours	W

What is Missy's GPA for last semester?

4. Where do you pick up your ID after it has been made?

5. What is ProQuest?

6. Give the location of the following offices:

Bruce LaPota, Dean of Students

Allene Knedlik, Dean of Academic Affairs

Financial Aid Office

Registrar's Office

Learning Lab

7. You live in the dorm but have forgotten your mailbox combination. Who keeps the mailbox combinations?

8. You need to sign eligibility in order to run at the next track meet. What is eligibility?

9. Where should you go to sign the eligibility roster?

10. What documents are needed to prove eligibility?

11. Where do you go to pay the remainder of your fees?

12. You just heard about work study and want to try to get on. Who do you need to see?

13. Your mother sent you a package two weeks ago. Where can you pick it up?

14. You don't feel one of the CCC teachers treated you fairly. What three steps should be taken to correct the problem if you are truly being treated unfairly?

15. Where should you register your car?

16. Name three groups that function on the CCC campus.

THE HUNT

Go to the library and Check Out a book of fiction.

Go to the Carnegie Art Studio and get a copy of the requirements necessary for a degree in art.

You cut your finger on the rail at Carnegie; stop by the Nurse's Office to get a band-aid.

Stop by the Office of the Dean of Academic Affairs to see if you can be excused from class to leave early for Labor Day weekend.

Stop by the Registrar's Office and get a Degree Check from Mary Lee Breen.

Go to the Learning Lab and find out when you can be tutored in Calculus.

Go to Wilson West and get a copy of the football, basketball, or volleyball schedule.

You received notification in your mail that you have a package in the Business Office. Stop by the Business Office and pick up your package.

You want to meet new people and get involved:

Stop by Miss Clark's Office in the Humanities area and find out when Sociology Club meets.

Stop by Mark Frank's Office and see when he has the first play scheduled.

Stop by Karna Loewenstein's Office to find out about DECA.

Check with Maria Scourten in Student Services to find out when and where Bible Study is held.

Stop by the Band and Vocal Music Offices to see if you can become involved in either group.

You just remembered that you were told that you would receive a PELL Grant check. Run over to the Financial Aid Office and find out when these checks will be in.

Return to your classroom to pick up your BIG PRIZE.

TRIVIA QUIZ

What does the name Kansas mean?

Where is the largest swimming pool in the world?

Where is the exact center of the United States?

Where is the exact center of North America?

Who founded Coffeyville?

When was Coffeyville Community College founded?

Who was the former Red Raven football player who went on to win the Hiesman Trophy?

What former Red Raven basketball player went on to win the World Heavyweight Boxing Championship?

What former Red Raven football player went on to become a well know actor?

What is the largest amount of material found in a landfill?

Who were the three largest hirers in the U.S. as of December 1993, aside from the government?

What are the main things employers are looking for in their employees?

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YELLOW.	90.6 F	Unsettled
GREEN	91.6 F	Involved (normal)
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APPENDIX B

Computer Advisement Programs Produced by CCC

Example of E-mail report

From: RAVEN::BRUCEL 17-MAY-1994 03:52:47.95
To: WANETAD
CC:
Subj: EAWS

Date 17-May-94 Page 1

EARLY ACADEMIC WARNING SYSTEM ver 3.0

05/16/94 CLARK KIM C 4328 CLARK INTRO TO SOCIOLOGY
439-27-8760 Clark
A Absent from class
B Behavior problems in class
LQ Low quiz score(s)
For NACADA and NISOD

05/16/94 DAVIS WANETA A 4308 DAVIS COLLEGE ORIENT (NPSP)
484-52-5943 Davis
LT Low test score(s)
MQ Missed a quiz
MT Missed an examination
For NACADA and NISOD

05/16/94 LEEDS JUDITH A 4114 LEEDS WRITTEN COMM I
496-48-0728 Leeds
NH Homework assignment NOT turned in
O Other reason(s)
ok Satisfactory work to date
For NACADA and NISOD

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lqqq
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Computerized Advisor Handbook Screen

CCC - REGENT COURSE EQUIVALENCY

CCC	F131001	COLLEGE ORIENTATION	1.00		
KU	_____	_____	1.00	NT	NO TRANSFER
KSU	_____	ELECTIVE	1.00	T	TRANSFER
PSU	XXX	GENERAL ELECTIVE	1.00	EL	ELECTIVE
ESU	XX100T1	FREE ELECTIVE	1.00	EL	ELECTIVE
WSU	UC100	PASS PROGRAM	1.00	EQ	EQUIVALENT
FHSU	ACES103	SUCCEEDING IN COLLEGE	1.00	EQ	EQUIVALENT

Date 21-Mar-95 Page 1

[redacted] EQUIVALENCIES FOR [redacted]

CAT NUM	TITLE	CRDTS	GR	[redacted] ID	[redacted] TITLE	[redacted] C	PSU
F261015	GENERAL BIOLOGY	5.00	A	BIOL111	GENERAL BIOLOGY	5.00	EQ
F271155	CALC/ANAL GEOMETRY I	5.00	A	MATH150	CALCULUS I	5.00	EQ
F231013	WRITTEN COMM I	3.00	A	ENGL101	English Composition	3.00	EQ
F261025	ANATOMY & PHYSIOLOGY	5.00	A	BIOL257	ANATOMY &PHYSIOLOGY	5.00	EQ
F421013	GENERAL PSYCHOLOGY	3.00	A	PSYCH155	GENERAL PSYCHOLOGY	3.00	EQ
F451023	EARLY U S HISTORY	3.00	A	HIST201	AMERICAN HISTORY	3.00	EQ
F452053	PRIN OF ECONOMICS I	3.00	A	ECON201	ECONOMICS	3.00	EQ
F131271	SOFTBALL	1.00	A	XX1	PE ACTIVITY	1.00	EL
F231023	WRITTEN COMM II	3.00	A	ENGL299	INTRO RESEARCH WRIT	3.00	EQ
F231113	FUND OF SPEECH	3.00	A	COMM207	SPEECH COMMUNICATION	3.00	EQ
F232093	POETRY & DRAMA	3.00	A	ENGL113	GENERAL LITERATURE	3.00	EQ
F421023	DEVELOPMENTAL PSY	3.00	A	PSYCH263	DEVELOPMENTAL PSYCH	3.00	EQ
F422011	PRO PSY:JOB YOU WANT	1.00	A	XXX	PSYCHOLOGY ELECTIVE	1.00	EL
F451013	INTRO TO SOCIOLOGY	3.00	A	SOSCI100	INTRO TO SOCIOLOGY	3.00	EQ
F452063	PRIN OF ECON II	3.00	A	ECON200	ECONOMICS	3.00	EQ
F071623	INTRO SOFTWARE APP	3.00	A	XXX	CSIS ELECTIVE	3.00	EL
F401015	FUND OF CHEMISTRY	5.00	A	CHEM105	INTRO CHEMISTRY	5.00	EQ
F421203	PSYCH HUMAN ADJUST	3.00	A	XXX	PSYCHOLOGY ELECTIVE	3.00	EL
F451043	US GOVERNMENT	3.00	A	SOSCI101	AMERICAN GOVERNMENT	3.00	EQ
F501223	MUSIC APPRECIATION	3.00	A	MUSIC120	MUSIC APPRECIATION	3.00	EQ
F072023	MARKETING	3.00	A	XXX	MGMKT ELECTIVE	3.00	EL
F131271	SOFTBALL	1.00	A	XX1	PE ACTIVITY	1.00	EL
F131401	IND ACT:WALKING FIT	1.00	A	XX1	PE ACTIVITY	1.00	EL
F232023	CREATIVE WRITING	3.00	A	ENGL250	INTRO CREATIVE WRIT	3.00	EQ
F261053	FUND OF HEREDITY	3.00	A	BIOL221	PRINC OF HEREDITY	3.00	EQ
F452013	AMERICAN SOCIAL PRBL	3.00	A	SOSCI220	SOCIAL PROBLEMS	3.00	EQ
F452902	PRBL SOC:CHINESE HIS	2.00	A	XXX	SOSCI ELECTIVE	2.00	EL

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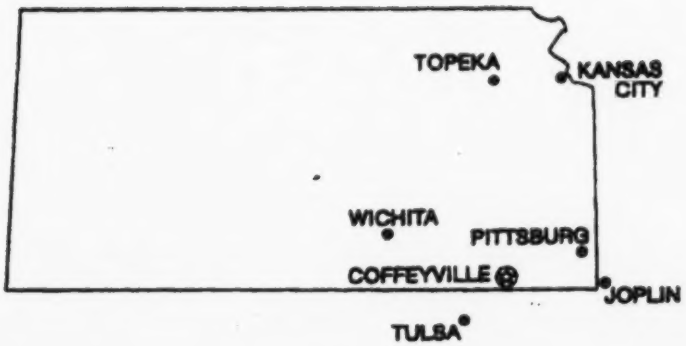
APPENDIX C
SELECT Advisor Participants

Waneta Davis, Director of Academic Support Programs, co-ordinates this program, with Vivian Brinker, MIS Trainer/Programmer, in charge of the computer training. Both have been with the SELECT Advisors since 1993.

Faculty Participants

Brian Anderson, Agriculture Instructor	1995
Chris Ball, Asst. Football Coach, HPER Instructor	1995
Tandi Ball, Cheerleading and Dance Team Instructor	1994
Kim Clark, Humanities Chair, Sociology Instructor	1993
Jed Claybrook, English/Humanities Instructor	1994
Michael DeRosa, Art Instructor	1995
Mark Eldridge, International Student Advisor	1994
Mark Frank, Theater/Drama Instructor	1995
Rich Giesen, Asst. Football Coach, HPER and Math Instructor	1993
Alysia Johnston, Biology Instructor	1994
Rick King, Athletic Trainer, Athletic Training Instructor	1995
Carolyn LaPota, Office Education Instructor	1995
Judy Leeds, Communications Chair, English Instructor	1993
Vaughn Lippoldt, Vocal Music Instructor	1994
Karna Loewenstein, TQM Trainer, Business Instructor	1993
Linda McFate, Home Economics Instructor	1995
Roz Miller, Speech Instructor (resigned from CCC)	1993
Darla Thornburg, Office Education Instructor	1994
Buck Walton, Math Instructor (resigned from program)	1993



LOCATION: Southeast Corner of Kansas
POPULATION: Coffeyville 15,575
ENROLLMENT: 2,400 Students
ESTABLISHED: 1923
COLORS: Red and White
MASCOT: Red Raven
HOUSING: 361 On Campus

COFFEYVILLE COMMUNITY COLLEGE
400 West 11th
Coffeyville Kansas 67337
316-251-7700

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